DOCUMENT RESUME

ED 154 359 CS 004 087

TITLE Teacher Education in Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," March through December 1977 (Vol. 37 No. 9 through Vol. 38 No. 6).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 78

NOTE 13p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Annotated Bibliographies; *Communication Skills; Content Reading; *Doctoral Theses; Early Childhood Education; Educational Research; Elementary Secondary Education; *English Education; English Instruction; Higher Education; Inservice Teacher Education; Preservice Education; Program Evaluation; *Reading Instruction; Spelling; Student Evaluation; Teacher Attitudes; Teacher Certification; *Teacher Education

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics related to teacher education in reading and communication skills: inservice education in secondary reading for English teachers; prospective English teachers' attitudes toward composition; the relationship of teacher licensing procedures to pupil reading achievement; the development of preservice teachers' verbal communication competencies; the assessment of student progress in preservice reading methods modules; an inservice program for secondary content-area teachers in teaching content reading; a stage centered method of teaching dramatic literature to prospective English teachers; inservice approaches for teaching elementary teachers about spelling research and practice; attitude change in college students while learning methods of teaching English; prospective teachers' knowledge of dictionary facts and skills; evaluation of a preservice English education program; variables that predict success for reading specialists; a course to aid teachers in listening effectively to students; and the preparation of preservice early childhood teachers for the teaching of reading. (GW)

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Abstracts of the following dissertations are included in this collection:

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Bennett, John Michael

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EXPLORATION OF PROSPECTIVE ENGLISH TEACHERS' VALUES AND ATTITUDES AS THEY RELATE TO THE PROCESS AND PRODUCT OF COMPOSITION

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INSERVICE EDUCATION IN SECONDARY READING FOR ENGLISH TEACHERS: A CONCEPTUAL ANALYSIS

ALLEN, Sheilah Moreen, Ed.D.
The University of British Columbia (Canada), 1977

Adviser: Dr. E. G. Summers

The purpose of this study was to identify, analyze, evaluate, and synthesize the relevant research and professional literature to develop a rationale and a conceptual model for inservice programs in secondary reading for English teachers. Illustrative instructional modules were also developed based on the literature review and synthesis.

The need for inservice education programs in secondary reading for English teachers derives from two related sources: societal concern for what is perceived to be declining literacy standards; and the changing nature of the secondary school which requires that all students remain in school longer, thus considerably increasing the range of reading abilities faced by the classroom teacher. English teachers generally are designed as those responsible for teaching reading, either within their English classes or within a special reading class. They are also often called upon to provide guidance in reading instruction for other content teachers. However, few English teachers have had previous training in the teaching of reading, and continuing education in the form of inservice programs is increasingly necessary.

Primary, secondary, and tertiary literature sources were reviewed and documents organized by substantive content into four categories: (1) Organization of Inservice Programs--Guidelines, Needs, Goals, Roles; (2) Methodology of Inservice Programs--Structure, Activities; (3) Evaluation of Inservice Programs; and, (4) Models of Inservice Programs. Generalizations and practical principles were then derived based on comparisons within and between categories. Guidelines for inservice were drawn from survey and questionnaire studies on present practices and suggested improvements; reported needs-assessment studies and instruments were examined; topics for inservice programs were drawn from an analysis of stated goals in the literature; and roles of participants were developed in fairly discrete terms. The methodology section incorporates suggestions for general structure and specific activities of inservice programs with emphasis on the workshop. The necessity of evaluation of both inservice programs and the subsequent effect on teaching received heavy emphasis in the literature as did use of multiple evaluation measures. Models of inservice programs were identified and synthesized with a wide range in focus and components emerging.

Several important trends in inservice programming were revealed in the literature review including: a new concern with the planning phase, a wide variety of methodological possibilities in organizing and conducting inservice programs, a recognition of the significance of evaluation, and an increased awareness of the potential of self-evaluation and teacher leadership. The results of the literature review and synthesis were incorporated into the rationale and conceptual model outlining components of inservice education in reading for secondary English teachers. The components of the model include: general and specific guidelines, examples of needs-assessment instruments, detailed goals based on specific topics, many activities within a workshop structure, and multiple modes of evaluation of the effectiveness of inservice efforts. Four illustrative instructional modules are presented based on (1) Students, (2) Materials, (3) Teaching Strategies, and (4) Staff Development. Each module contains the rationale for content and objectives, suggested materials of instruction, evaluation instruments, and maintenance procedures.

Guidelines and organizational principles appropriate for inservice programs in general are presented and recommendations made for further research in the theoretical development and field testing of the model and instructional modules to facilitate adaptation to other groups and levels.

DEVELOPING AND FIELD-TESTING READING INSTRUCTION PROFICIENCY MODULES FOR IN-SERVICE TEACHERS OF SECONDARY BASIC ENGLISH/READING CLASSES

BENNETT, John Michael, Ed.D.
University of Georgia, 1976

Major Professor: Ira E. Aaron

The purpose of conducting this pilot was to develop a set of pertinent materials which would prove efficient and effective in preparing in-service Language Arts faculties to provide quality Basic English/Reading instruction in secondary schools.

Efficiency was attempted by adopting the proficiency module format for instruction. This method of delivery provides both for predetermined levels of competency, and the potential for inclusiveness, or self-containment, which makes it possible to achieve trenchant and relevant education without requiring the services of a reading specialist to guide the learning process. In-service teachers need reading instruction which is geographically convenient, flexible in participation and conducive to closure and sense of accomplishment.

The use of proficiency modules seems to be a viable and feasible format for in-service education because it can provide for these special needs and requirements.

Effectiveness should be the major goal of all instruction, but perhaps especially so when teacher methodology practices are being taught. External, or input, effectiveness of the modules constructed for this study was attained by developing and/or selecting information components which were thoughtful, insightful and meaningful in content and context. Internal effectiveness was achieved by assembling the elements of each module in such a way as to provide the learner with a sense of the relatedness of the elements to each other and to the whole. Internal, or output, effectiveness was also the product of implemental teacher/participant activities which provided topical experiences in using the knowledge attained.

The subjects of the study were asked to evaluate each module in five areas. The results obtained from analysis of the evaluations were used to complete the final version of the modules included as appendices to this dissertation. In the main, the modules as presented were judged by the subjects as being highly successful in achievement of their purposes. All subjects attained proficiency (80%+) or mastery (90%+) level of competency of each module. Order No. 77-12,366, 243 pages.

EXPLORATION OF PROSPECTIVE ENGLISH TEACHERS' VALUES AND ATTITUDES AS THEY RELATE TO THE PROCESS AND PRODUCT OF COMPOSITION

CAREY, Suzanne Fulton, Ph.D.
University of Illinois at Urbana-Champaign, 1976

This study explored the values and attitudes of prospective English teachers at the University of Illinois regarding the process and product of composition. The subjects took the Attitude and Knowledge in Written Composition test, they wrote compositions in response to three stimuli, they rated their valuing of each writing experience, and they responded to descriptions of six classroom incidents.

Answers were sought to the following questions: (1) What are the attitudes of English teacher candidates toward composition? (2) What do English teacher candidates value in a composition assignment? (3) What type of atmosphere do English teacher candidates prefer in the classroom? (4) Are there any discernible relationships among the variables used? (5) Are there relationships between the compositions the teacher candidates and the high school seniors valued most and the quality of the compositions? (6) What factors other than stated criteria will influence theme evaluation?

It was found that the teacher candidates ranged in attitude from middle-of-the-road to quite liberal in their approach to

the teaching of composition as measured by Attitude and Knowledge in Written Composition. Attitudes shared by at least two-thirds of the subjects were that emphasis on content was more important than emphasis on logic, organization, or word choice and that time spent in revision could be put to better use.

Valuing by the prospective English teachers of the themes written about any topic they chose in any way they chose was greater than their valuing of the themes written in response to other stimuli in the categories of discovery and communication, was significant at the .01 level for the category of enjoyment, and at the .001 level for the category of fulfillment of a need.

The subjects, in responding to how they would handle situations described in six classroom incidents, indicated by the very few laissez-faire responses that some action was preferable to no action. The group tended to be more democratic than autocratic.

No strong relationships were found among the variables; the strongest existed between the Attitude and Knowledge in Written Composition test and responses to classroom incidents. A very strong relationship was found between compositions most valued by the high school seniors and the quality of the compositions. In all four valuing categories, the themes valued most by the high school writers were rated best by at least two of the three raters from 58.8 per cent to 70.6 per cent of the time. This finding suggests the importance of teachers providing either as much variety as possible or as much freedom as possible in the writing assignments so that students will value the writing experience.

In addition to stated criteria, the raters were also influenced by modes of writing, subject matter, personal identity with an idea, how difficult the attempt was, and how close the writer came to succeeding in the attempt. Teachers and prospective teachers need to be aware of all the factors, many of them quite subjective, that enter into evaluation of themes.

Order No. 77-8951, 146 pages.

RELATIONSHIP OF TWO LICENSING PROCEDURES TO PUPIL READING ACHIEVEMENT

COOPER, Thelma, Ed.D.
Yeshiva University, 1976

This study has dealt with the effectiveness of two different licensing procedures, the A and the B, for two groups of teachers assigned to teach in New York City schools in September 1970. The eligibility requirements for the A teachers included preparation for the baccalaureate degree, 24 hours of undergraduate education courses, and college-supervised student teaching (for which one year of appropriate teaching experience could be substituted). The eligibility requirements for the B teachers included the baccalaureate degree and a minimum of 12 hours of education courses, completed at the time of filing for the examination. The full requirements, i.e., the same number of course credits completed by the A teacher, could be met within five years after the examination. The B teachers did not have supervised student teaching.

The question to be resolved was whether the A and B licensing procedures discriminated between the effectiveness of the A and B teachers in terms of the achievement of their pupils on the reading comprehension subtest of the Metropolitan Achievement Test in Reading (MAT).

Three independent variables were studied: the types of training reflected in the two licensing procedures, the scores of the A and B teachers on the New York City license examinations, and the number of courses in reading taken by the A and B teachers. The dependent variable was pupil performance on the reading comprehension subtest of the MAT in reading. The license examination score was a dependent variable with regard to the teacher preparation as reflected in the two different licensing procedures and an independent variable with regard to pupil gain on the reading comprehension subtest of the MAT in reading. It was hypothesized that the more extensive preparation of the A teachers in professional education course work and college-supervised student teaching would be reflected in higher scores on the licensing examination.

There were 113 elementary school teachers in the study, 50 A teachers and 63 B teachers, who were appointed in September 1970. This ex post facto study utilized the scores of the pupils on the reading comprehension subtest of the MAT in reading in 1970 and 1971, as well as relevant personnel records of the teachers selected. The reading scores of four randomly selected pupils in the class of each of the 113 teachers were used in the study. In analyzing the data to test any given hypothesis, previous reading comprehension scores were controlled statistically by the analysis of covariance procedure.

The findings of this study appeared to indicate that there was no significant difference between the effectiveness of the A and B teachers when this was measured by the criterion of their pupils' performance on the reading comprehension subtest of the MAT in reading. Also, the data appeared to show that, when the performance of the pupils at a specific grade level was looked at, there was no difference between the pupils of A teachers and the pupils of B teachers; nor was there a difference between the A and B teachers on total licensing examination scores. Finally, the findings of the present study appeared to indicate that neither scores on the license examination nor the number of reading courses of the A and B teachers were significantly related to the achievement of their pupils on the reading comprehension subtest on the MAT.

Order No. 77-8900, 111 pages.

SIMULATION VERSUS CASE STUDY STRATEGY FOR DEVELOPING PRE-SERVICE TEACHER VERBAL COMMUNICATION COMPETENCY

DAVISON, Kathryn Mary, Ph.D.
The Ohio State University, 1976

Advisers: Professor Julia Dalrymple,
Professor Lena Bailey

The feasibility of utilizing a simulation versus case study strategy for developing teacher verbal communication abilities and teaching confidence in the abilities was developed and tested in a pre-service home economics education course. Six teacher verbal communication abilities were selected as overt behavior indicators of desired competencies on the basis of their importance as reported in prior research. The simulation strategy using video tape recording models of behavior, role playing, and small group discussions of consequences of the role playing incidents was experienced by a group of students in the experimental treatment laboratory. Students in the comparison group experienced a case study strategy involving an illustrated lecture, review of case situations of teaching episodes, and group discussion of possible communication abilities to use in the teaching situations.

A non-equivalent group quasi-experimental design was used with the experimentally accessible population of 20 students enrolled in a home economics education methods course. Students were equally divided in two laboratory groups and the two instructional strategies were randomly assigned to the intact laboratory groups.

The Teacher Communication Competencies Rating Scale was used by a panel of judges to assess teaching behaviors, recorded on video tape, related to the teacher verbal communication abilities. Instruments for obtaining data from students in both laboratory groups were a Teaching Confidence Rating Scale to assess student confidence levels prior to and immediately after treatment, a Teaching Experience Rating Scale to gather information concerning the number and student perceived quality of previous teaching experiences, and a Leadership Experience Rating Scale designed to gather information concerning the number and student perceived quality of previous leadership experiences. Review of academic records was conducted to acquire information on cumulative grade point averages, home economics courses grade point averages, and number of home economics courses completed prior to enrollment in the home economics education methods course.

A one-way analysis of covariance was employed to test statistically the difference in teacher verbal communication performance scores and teaching confidence scores between groups of students experiencing simulation and case study strategies. Pretest scores on both criterion variates were the covariates used to adjust the posttest scores for differences between the two laboratory groups.

A simulation strategy was found to be feasible for developing teacher verbal communication abilities of students enrolled in the home economics education methods course. Significantly higher posttest performance scores on teacher verbal communication abilities were achieved by students experiencing a simulation strategy than by students experiencing a case study strategy.

Simulation was found to be feasible for developing teaching confidence in teacher verbal communication abilities of students enrolled in the home economics education course. Posttest scores were significantly higher on teaching confidence for students experiencing a simulation strategy than for students experiencing a case study strategy. The explained variation between groups, when pretest scores were used as a covariate, was not significant at the .05 level.

Specified education and experience background factors showed no positive relationship with teacher verbal communication gain scores for students experiencing a simulation strategy. A positive relationship between teacher verbal communication gain scores was apparent for students experiencing the case study strategy.

Cumulative grade point average, home economics courses grade point average, and student perceived quality of previous leadership experiences showed a positive relationship with teaching confidence gain scores of students experiencing a simulation strategy. Student perceived quality of previous leadership experiences showed a negative significant relationship with teaching confidence gain scores for students experiencing a case study strategy. Order No. 77-10,512, 158 pages.

PRESERVICE READING MODULES: VARYING THE MASTERY LEVEL

KIGER, Nancy D., Ed.D.
Ball State University, 1976

Adviser: J. David Cooper

The purpose of this study was to analyze the differences in mean scores of two groups of preservice teachers on an achievement test covering the content of three reading methods modules when the mastery level for passing individual modules was different for each group. The three modules included in the study were Word Recognition, Comprehension, and Study Skills. The mastery level required for passing individual modules was 80 percent for one group and 90 percent for the other group.

Two instructors taught four classes of a beginning reading methods course at Ball State University (69 subjects). During one quarter, one instructor taught a class where the criterion for passing individual modules was set at 80 percent correct; for the other instructor the criterion was 90 percent. During a second quarter this was reversed.

An achievement test covering knowledge of the content of the modules and the Nelson-Denny Reading Test were the pretests. Following completion of the three modules each student was posttested with the achievement test. Success in the course included passing the three modules and also demonstrating skill teaching, planning and teaching a directed reading lesson, and a final examination. Student grades earned in the course were examined along with mastery level grouping and with pre and post test scores. Number of attempts and scores for each attempt were reported for module tests.

Multivariate analysis of covariance tested the hypothesis of no differences between mean scores of each mastery level group on each subtest (50 items for each of the three modules). The differences were not found to be statistically significant. Students who had been required to achieve 90 percent correct on individual module tests did not perform better on an achievement test covering the content of these modules than did students who had been required to achieve 80 percent. This finding might suggest that the lower mastery score (80 percent) for passing individual modules may be sufficient. More attempts to pass modules were needed by the 90 percent group. Time then became a function of required mastery level. The lower mastery level permitted students to move through the first three modules more rapidly without significantly reducing the knowledge of the content.

A greater percentage of students in the 80 percent mastery group passed individual modules on the first attempt than in the 90 percent group. More students who earned "A" in the course were found from the mid to upper range on the reading test, pretest, and posttest. However, some "A" students were found in the lower half, and some "B" students were found at almost every point.

This study assessed a small sample of preservice teachers at a single midwestern university. Assessment was made in terms of knowledge of the content of three reading modules. No conclusions should be drawn regarding transfer of such knowledge to a real teaching situation. Further study should be done with a larger sample before drawing conclusions regarding the optimum mastery level for knowledge of the content of reading modules. An attempt should be made to test the relationship of knowledge of content to planning and implementing reading instruction for children. A way should be sought to allow all students the time to ensure a high level performance at every point of instruction in a reading methods course. Order No. 77-18,690, 143 pages.

AN INVESTIGATION OF THE EFFECTIVENESS OF AN INSERVICE PROGRAM FOR SECONDARY CONTENT AREA TEACHERS IN TEACHING READING IN THE CONTENT AREAS

KINCAID, Rhea Thomas, Jr., Ph.D.
The American University, 1977

This study investigated the effectiveness of an inservice program for secondary content teachers in teaching reading in the content areas. The program centered around three days of inservice education designed to train a random sample of mathematics, science, and social studies teachers in selected skills and processes needed to help their students master the reading of their content material.

The inservice treatment was characterized by the presence of an outside consultant, specific competency-based objectives, voluntary participation, released time for the teachers, the use of media, participatory activities, small and large groupings, handouts, and flexibility in responding to the needs and problems of the participants. Continuity was obtained by spacing out the inservice days over a two-month period.

The first hypothesis of this study concerned growth in teacher knowledge resulting from the inservice treatment as measured by an experimenter-designed Inventory of Teacher Knowledge. The second hypothesis concerned teacher perception of the application of the skills and processes taught during the inservice program. Classroom application was measured by an experimenter-designed Inventory of Classroom Activities. The instruments used to measure Hypotheses One and Two were administered to a random selection of teacher volunteers, 28 in the control group and 56 in the experimental group.

The third hypothesis concerned student perceptions of their teacher's classroom application of the skills and processes taught in the inservice training as measured by the student version of the Inventory of Classroom Activities. This instrument was administered to a random sample of 623 students of the teacher control group and 1,200 students of the teacher experimental group.

Reliability coefficients for the instruments were determined by the internal consistency method, computed by the Kuder-Richardson formula 20 and Cronbach's "alpha coefficient." The instruments were administered at the end of the inservice training in accordance with the Post-test-Only Control Group Design listed as the sixth of the experimental designs by Campbell and Stanley.

Since the study groups of teachers and students were randomly selected from the same populations, the higher mean scores obtained by the teacher and student experimental groups were attributed to the inservice training. The t values obtained from testing all three hypotheses were highly significant (p less than 0.001), indicating that the results obtained would occur by chance in less than one out of a thousand experiments.

An analysis of the data indicates that the inservice training was effective in providing an increase in knowledge of selected concepts and skills for teaching reading in the content areas. The data also indicate that the teachers in the experimental group did in fact perceive themselves as incorporating into their classroom activities new teaching and learning processes designed to enhance student proficiency in reading the content of their respective subject areas. Finally, the data indicate that the students of the teachers who received the inservice training perceived their teachers as incorporating into their classroom activities the teaching and learning processes that were taught in the inservice program.

Order No. 77-25,622, 157 pages.

AN EXPLORATION OF A STAGE-CENTERED METHOD OF TEACHING DRAMATIC LITERATURE WITH A GROUP OF PROSPECTIVE SECONDARY SCHOOL TEACHERS OF ENGLISH

MANNA, Anthony Leonard, Ph.D.
The University of Iowa, 1976

Supervisor: Professor G. Robert Carlsen

The purpose of this study was twofold. First, it describes a literary/theatrical approach to reading a play text and translates that approach into a classroom method appropriate to secondary school instruction. The method is called "stage-centered," a term borrowed from J. L. Styan whose notions of how a play means are seminal to the present study. Second, a stage-centered method was presented to a group of prospective teachers to determine whether a stage-centered procedure would be practical among classroom teachers.

The study was designed to answer several questions. For example: In what ways does a stage-centered approach contrast to methods found in selected twentieth century methods texts? Which classroom procedures and activities are amenable to a stage-centered method? In what ways do the future teachers' pre-training attitudes toward and knowledge about dramatic literature compare with their post-training knowledge and attitudes? Which methods of play instruction do they endorse prior to their training? To what extent do they endorse and plan to use a stage-centered method?

There were five stages in the study: 1. A survey of selected twentieth century methods texts to find out which instructional practices have been recommended for teaching dramatic literature 2. A discussion of the assumptions about dramatic literature which underlie a stage-centered approach and a theoretical model for a stage-centered classroom procedure 3. A five-part interview held prior to the stage-centered training sessions 4. Seven training sessions in which the future teachers interpreted two scripts under stage-centered conditions 5. A post-training interview in order to contrast selected pre- and post-training responses and to find out the extent to which the future teachers endorsed a stage-centered approach.

Several conclusions were reached. For example, the survey of methods texts revealed an endorsement of either a literary or performance-oriented approach to dramatic literature. In contrast, a stage-centered approach is based on the assumption that a play is both literature and a potential performance. As such, a printed play requires an analysis of textual clues which imply performance as well as technical and physical characteristics of the stage which make a performance possible. Thus, a stage-centered teacher directs the reader to work through the script from the viewpoints of various theater artists, to treat the text as a blueprint for performance, and to recreate the play's characters and events into a sequence of visual, verbal, and auditory effects. Stage-centered lessons also include a sequential program of physical and oral activities.

This study showed that prior to their stage-centered training, most of the future teachers emphasized the performance aspects of a play but were unable to specify the exact nature of textual analysis from which a performance derives. In contrast, their post-training unit plans and interview responses revealed that more than one-half of the group had a clearer notion of how to translate the performance assumption into a stage-centered interpretive process.

The writer concluded that a typical future teacher could learn both the principles and practices of a literary/theatrical approach even if his academic training had been limited to formal analytic instruction and he reported a limited degree of theater experience. The study implied that a teaching method which emphasizes the technical and physical characteristics of the stage need not be limited in practice to those teachers with special preparation as theater artists or secondary drama coaches: 67% of the future teachers intended to use the method while student teaching and 85% planned to use it once they take control of their own classrooms.

The study also implied that a prospective teacher's academic training alone does not guarantee adequate preparation to teach a literary genre. It is not enough to supply the future teacher with a number of classroom practices without offering him some instruction in the basic assumptions about the genre, the learner, and the teacher which underlie a particular classroom approach. One way of offering such instruction is to have the future teacher actually participate in the learning process which characterizes a teaching method.

Order No. 77-13,108, 408 pages.

ANALYSIS OF TEACHER GROWTH IN PERCEPTION OF SPELLING RESEARCH AND PRACTICE USING FOUR IN-SERVICE APPROACHES CONDUCTED BY ELEMENTARY PRINCIPALS

McNIEL, Robert Carl, Ph.D.
The University of Iowa, 1977

Supervisor: Professor Bradley M. Loomer

The purpose of this study was to determine the degree to which teacher in-service training and knowledge of research-supported or non-supported practices in spelling, which was conducted by the elementary principals to their staffs, changed teachers' attitudes and perceptions of spelling procedures and practices.

In addition the study was designed to explain and implement the new spelling program in the Cedar Rapids elementary schools, Improving Spelling Performance, a cumulation of research-supported teaching procedures in spelling, and the degree it would affect teacher perceptions of spelling procedures and practices.

The specific problems in this study were: (1) To ascertain the degree to which teacher in-service training and knowledge of research and the explanation of how to implement the new Cedar Rapids spelling program, presented by elementary principals to their individual staffs within a one-half day session, with principals monitoring the program immediately following the in-service, will affect attitudes toward and perceptions of the teaching of spelling, (2) To ascertain the degree to which teacher in-service training and knowledge of research and the explanation of how to implement the new Cedar Rapids spelling program, presented by elementary principals to their individual staffs within a one-half day session, with principals monitoring the program eight weeks after the in-service has been given, will affect attitudes toward and perceptions of the teaching of spelling, (3) To ascertain the degree to which teacher in-service training and knowledge of research and the explanation of how to implement the new Cedar Rapids spelling program, presented by elementary principals to their individual staffs during three separate in-service meetings within three separate one-half day sessions, with principals monitoring the program immediately following the in-service, will affect attitudes toward and perceptions of the teaching of spelling, (4) To ascertain the degree to which teacher in-service training and knowledge of research and the explanation of how to implement the new Cedar Rapids spelling program, presented by elementary principals to their individual staffs during three separate one-half day sessions, with principals monitoring the program eight weeks after the in-service has been given will affect attitudes toward and perceptions of the teaching of spelling.

Involved in this study were 248 teachers in grades two, three, four, five, and six in twenty elementary schools in Cedar Rapids (Iowa) Community School District. Two hundred thirty-seven teachers completed two administrations of the survey instrument and 173 teachers completed all four administrations of the survey instrument utilized in the study, and findings and conclusion were based on analysis of data obtained therefrom.

The teachers were assigned by building to one of four groups: Group A each received a copy of the research monograph, received a copy of the Cedar Rapids management guide for spelling, and participated in one in-service meeting conducted by the building principal within a one-half day session. The building principal monitored the spelling program of this group during the first eight weeks of school. Group B each received a copy of the research monograph, received a copy of the Cedar Rapids management guide for spelling, and participated in one in-service meeting conducted by the building principal within a one-half day session. The building principal monitored the spelling program of this group during the second eight weeks of school. Group C each received a copy of the research monograph, received a copy of the Cedar Rapids management guide for spelling, and participated in three separate one-half day sessions. The principals monitored the spelling program of this group during the first eight weeks of school. Group D each received a copy of the research monograph, received a copy of the Cedar Rapids management guide for spelling, and participated in three separate one-half day sessions. The principals monitored the spelling program of this group during the second eight weeks of school.

At the beginning of the study, teachers in all four groups completed a survey instrument, employing a Likert-type scale, composed of twenty-two procedural statements and twenty application statements concerning spelling practices, and they completed the questionnaire again immediately after the principal's in-service.

The third, fourth, fifth, and sixth grade teachers completed the questionnaire for the third time at the end of eight weeks of school. Second grade teachers were omitted from test 3 and test 4 since they did not teach the formalized Cedar Rapids spelling program until after this study was completed. These same teachers completed the questionnaire for the fourth time at the conclusion of sixteen weeks of school. Eight additional questions were added to the third and fourth administrations of the survey instrument for the purpose of evaluating the principal's follow-up monitoring procedures.

Findings and conclusions regarding the survey instrument were based on analysis of variance procedures involving the critical difference or change scores of the response to the questionnaire. The comparison of in-service training procedures were analyzed by the use of a t-test.

Among the major conclusions were the following: 1. It is possible to effect changes in the teacher's perception towards the teaching of spelling as a result of informing teachers about research-support and research non-supported practices and procedures. 2. There was no significant advantage between giving the in-service during one session or giving the in-service during three separate sessions except for nine of the forty-two items. Of the nine items showing significant differences, eight of the items indicated there was a significant advantage to having only one session of in-service. 3. The study indicated there was no advantage as to when the principal monitored the spelling program. However, due to the principal's involvement teachers indicated that their principal provided them with instructional leadership which helped them in the teaching of spelling, had been highly supportive and provided the teachers with encouragement about the teaching of spelling, and had encouraged the teacher's use of research-supported practices and procedures in the teaching of spelling.

Order No. 77-21,151, 535 pages.

ATTITUDE CHANGE IN THREE POPULATIONS UNDERGOING COLLEGE TRAINING IN METHODS OF TEACHING ENGLISH

MILLER, David Williamson, Ed.D.
Temple University, 1977

The purpose of the study was to investigate the effect of training in methods of teaching English on selected attitudes of college students at three different levels of professional training leading toward certification as Secondary English teachers.

The population available consisted of four intact groups totalling fifty-five students. The first group, used as the Control (C), was made up of junior students accepted into the training program but not yet taking courses. The second (E_1) was made up of juniors taking methods in their first semester of training. The third (E_2) was composed of seniors just completing the training program. The fourth group (E_3) consisted of graduate students enrolled in an intern teaching program.

The measures selected to determine the effects of training in methods were Locus-of-control (Rotter, 1966), Need to Achieve as measured by the Achievement Scale (Mehrabian, 1968), and attitudes toward selected constructs as measured by the Semantic Differential (Osgood, et al., 1957). The constructs selected were "English," "Me-Myself," "Open Classroom," "Teacher," "Traditional Classroom," "Communication," and "Working in Groups."

Scores on the measures were used to determine whether: 1. There were significant differences among groups following treatment (Hypothesis 1); 2. There were significant changes within groups due to the treatment (Hypothesis 2); and 3. Student scores on the term project (a teaching unit) and final student rating of the instructor could be predicted. Age, sex, G.P.A., and semester hours in education were also tested as predictors (Hypothesis 3).

All groups were pre-tested. Then the experimental groups were given the same treatment, thirty-six hours of training (spread over fourteen weeks) in techniques of planning, executing, and evaluating learning. All groups were then post-tested.

Univariate analysis of variance of post-test scores was performed to test Hypothesis 1. Each of the seven stimulus words in the Semantic Differential was analyzed three separate times, once each for the following factors: Evaluation, Potency, and Activity. Post-test means were adjusted wherever analysis of covariance of pre-test means revealed that significant differences pre-existed between groups. T-tests for correlated means were used to test Hypothesis 2, and a stepwise regression analysis for Hypothesis 3.

Significant differences at the .05 level were found: 1. Between groups C and E_2 – E_3 on the Semantic Differential – Evaluative Factor for "Open Classroom" and between groups C and E_1 on the Potency Factor for "Me-Myself"; 2. Within C on "English" (positive change) and E_2 on Locus-of-control (decline) and Need to Achieve (increase); and 3. For four pre-test variables which were found to predict performance on the term project. The most powerful of these, "Teacher", predicted only 10% of the variance however, and the four together predicted only approximately 23%. While particular test results give reason to reject all three null hypotheses, given the number of tests overall (twenty-three each for Hypotheses 1 and 2) and the small amount of variance predicted there are stronger reasons not to reject them.

In conclusion the control and experimental groups were not on the whole different from one another with regard to the measures used. The training did not by and large alter the perceptions and attitudes as tested. Such significant differences as did occur tend to suggest reasons which depend not on the treatment but on the entire training program and the place of each group in the sequence of courses. It was recommended that future attempts to measure attitude and perception change be made over the whole training sequence.

Order No. 77-21,776, 217 pages.

A STUDY OF PROSPECTIVE TEACHERS' KNOWLEDGE OF SPECIFIC DICTIONARY FACTS AND SKILLS AND THE RELATIONSHIP BETWEEN THIS KNOWLEDGE AND ACADEMIC ACHIEVEMENT

MIZE, Mary Alyce, Ed.D.
The University of Alabama, 1976

The purpose of the study was to provide information concerning the extent to which certain prospective teachers know how to use dictionary skills of location, spelling, pronunciation, meaning, and facts concerning the history and structure of the dictionary.

The subjects were 212 students enrolled in undergraduate education classes at Mississippi University for Women. Eighty secondary education majors and 132 elementary education majors were included. All of the prospective teachers were given the Cooperative Dictionary Test and a 23-item supplement to that test by Morris L. Mower. Other data collected included overall quality point averages and major curriculum areas.

The results from the dictionary test (total population) were as follows: the range of scores was from 18 to 65, out of a possible score of 73; the mean score was 49.09 and the median, 51.98; the standard deviation was 8.11 and the standard error of the mean, .56.

The subjects performed better on the alphabetizing subtest (mean of 18.6 out of 20) than on the other four subtests. Lowest scores were achieved on the subtests of meaning (mean of 5.7 out of 10) and on history and structure of the dictionary (mean of 9.5 out of 23).

The study population, as a group, scored higher than any of the normative sample groups (grades 7, 9, and 12) on the Co-operative Dictionary Test. Individually, however, some subjects' scores were lower than scores of many participants in the sample.

The difference between means of the total dictionary test for this study and the means of a comparable group tested by Mower in Utah (1965) was statistically significant at the .001 level in favor of the Mower group.

There was no statistically significant difference between the scores of elementary and secondary majors on the total test or on subtests of alphabetizing, pronunciation, meaning, or on history and structure of the dictionary. The difference between the spelling subtest scores of the two groups was significant at the .05 level in favor of the secondary group.

The correlation of the quality point averages to total scores and each of the subscores on the dictionary test was statistically significant at or beyond the .01 level in every case.

Conclusions included these: (1) Most subjects in the study seemed to be only moderately prepared in their knowledge of dictionary facts and skills, while a few were poorly prepared. (2) The subjects seemed to be proficient in alphabetizing, but to lack skill in meaning and in history and structure of the dictionary. (3) The subjects in this study seemed to be less qualified (as a group) concerning dictionary facts and skills than the group studied by Mower in 1965. (4) A high correlation seemed to exist between dictionary test performance and academic achievement of the prospective teachers in the study.

Recommendations for further research should include: (1) a study to determine in-service teachers' knowledge of specific dictionary facts and skills; (2) a study to investigate the effectiveness of different methods for teaching dictionary skills to pre-service and in-service teachers; (3) a diagnostic instrument for use in language arts methods classes to determine the dictionary skills of prospective teachers; (4) studies in other areas of the country, related to prospective teachers' knowledge of specific dictionary facts and skills.

Order No. 77-12,267, 109 pages.

EVALUATION OF THE PRE-SERVICE SECONDARY ENGLISH EDUCATION PROGRAM AT THE UNIVERSITY OF GEORGIA

MOORE, Carol Angelia, Ed.D.
University of Georgia, 1976

Major Professor: L. Ramon Veal

The purpose of this study was to evaluate the pre-service Secondary English Education Program at the University of Georgia. The report included a description of the program, the research design, the analysis of data, a follow-up study, and the conclusions and implications of the results.

Forty teacher candidates enrolled in the field center teacher training program from January 1975 to June 1976 were the subjects for the study. The program evaluation was based on the competencies of the graduates after they completed the program. Competencies were based on the specific goals and objectives of the program and measured by a variety of instruments: the Minnesota Teacher Attitude Inventory, the Fundamental Interpersonal Relation Orientation-Behavior, the T-C Progress Report Form, the Department English Education Test, and the Inventory of Student Perception of Instruction. The follow-up study consisted of the rating of major and professional courses in English Education, and evaluation of ten first year teachers who completed the program in 1975.

The acceptance or rejection of three formal hypotheses was based on the differences between group means on pre- and post-tests; the statistical procedure was a paired t test for dependent samples with a two-tailed test for significance. The acceptance or rejection of the other two hypotheses was based on mean test scores above a pre-set criterion. In addition, the results of an intercorrelation matrix identified the significant correlations among all measures. More specifically, the correlations were discussed according to four classifications: the relationships among sections of the various instruments, the relationships among predictor measures, the relationships among criterion measures, and the relationships between predictor and criterion measures. Finally, a chi square analysis found significant differences between groups on the Rating of Major and Professional Courses. Observations, evaluation questionnaires, and interviews found all the first year teachers competent in their jobs.

Results obtained with the measures listed above and analyzed according to the procedures already outlined include: 1. The attitudes toward teaching and students of the teacher candidates did change in a negative direction during the field center program, but a larger sample is needed before definite conclusions can be made. 2. Other behavioral traits, such as affection and interpersonal association, remained stable during the field center program, but the teacher candidates did show significant development in leadership ability during the field center experience. 3. The teacher candidates showed growth in their teaching performance in the areas of preteaching preparation, development of learning activities, classroom management, and overall performance during student teaching, as rated by their supervisors. 4. All of the teacher candidates answered at least 50% of the questions correctly on the Department English Education Test, and three-fourths of the students answered 70% of the questions correctly. 5. Pupils rated their teacher candidates competent in clarity of instructional objectives and use of instructional resources, motivation and human relations, and measurement and evaluation. 6. There were significant relationships among sections of the various instruments, among the predictor measures, among the criterion measures and between some of the predictor and criterion measures. However, the correlations were not high enough to justify any single measure as a predictor of criterion measure. The best predictors, according to an average correlation of about .60, are the MTAI and the preliminary performance ratings. Similarly, the best criterion measures seem to be the MTAI, the final performance ratings, the Department English Education Test, and ISPI. 7. Field and nonfield center teacher candidates provided equally favorable responses on the content of instruction and the quality of instruction for most of their courses. Where differences were revealed, though nonsignificant, teacher candidates in the field center showed more favorable responses to their course work than did nonfield center teacher candidates. 8. Graduates for the field center program were competent first year teachers.

In general, the results of this study indicate that the field center program makes a significant contribution to the performance of the teacher candidates and that the teacher candidates rate the program favorably. Secondly, although there are some relationships between the predictor and criterion measures, no single instrument by itself can serve either function. Finally, those graduates included in the follow-up study of the program have become successful teachers.

Order No. 77-12,406, 191 pages.

PREDICTING ACADEMIC SUCCESS AND REAL-LIFE SUCCESS FOR PROSPECTIVE READING SPECIALISTS

OGDEN, Verna Albertson, Ed.D.
University of Pennsylvania, 1975

Supervisor: Ralph C. Preston

The major purposes of this investigation were (1) to identify variables that predict academic success in a graduate program in reading/language arts, (2) to identify factors related to post master's performance in terms of real-life success, (3) to identify factors related to persistence in the field of reading/language arts, and (4) to analyze differences in the real-life success of the experimental and regular program graduates.

The following were used as predictor variables in this study: undergraduate grade-point average (U-GPA), Rating of Undergraduate College, Age, Years of Teaching, Number of Children, Graduate Record Examination Aptitude test scores (GRE)-Verbal (V), Quantitative (Q), Total (T), and graduate grade-point average (G-GPA). Information of these predictor variables was obtained from the permanent files maintained by the main office in the Graduate School of Education. Criterion variables measuring aspects of career success were: G-GPA, Salary, Supervisory Responsibility, Job Satisfaction, Professional Involvement, and Community Involvement. Data on the real-life success of the graduates was obtained through a mailed questionnaire developed by the investigator for this study.

The BMD3R packaged computer program was used to perform a multiple regression and correlational analysis on the data to determine the relationship between entrance data and success in graduate school, and these variables and real-life success. The t test was used for part of this study to see if there were any significant differences between the real-life success of the experimental and regular program graduates.

Of the success criteria analyzed in this study, G-GPA was found to be the most predictable. The traditional measures of U-GPA, GRE-V, and GRE-Q were found to be significantly related to G-GPA. The findings were in agreement with earlier studies of the prediction of real-life success, in that G-GPA was found to be a relatively poor predictor. Age and Years of Teaching were both found to be positively and significantly related to Number of Civic and Social Groups. This would be expected owing to the probability of older students being more settled and, therefore, more likely to become actively involved in community activities. The predictor variable Rating of Undergraduate College was found to be significantly related to both Salary and Number of People Supervised. These correlations were negative, indicating that those attending high quality undergraduate institutions end up in jobs with low salaries and little responsibility for supervising other adults. None of the predictor variables was significantly related to either Job Satisfaction or involvement in Professional Groups.

Since the number of people leaving the field of reading/language arts in this study was small no conclusions can be drawn as to which variables are predictive of persistence in the field.

For part of this study comparisons were made between the experimental and regular program students. The results supported the null hypothesis that there were no significant differences between these two groups.

Order No. 77-4679, 86 pages.

THE DEVELOPMENT OF A HUMAN RELATIONS COMPONENT FOR THE TRAINING OF ENGLISH TEACHERS

TOBIAS, Laura Wilson, Ph.D.
The Ohio State University, 1977

Adviser: Professor Frank Zidonis

The purpose of this study was to describe the effects of a course in listening and to develop guidelines for teachers listening to students. A second purpose was to explore ways in which the insights revealed by the study could be incorporated in the training program of English teachers.

The curriculum for the course, Project Listening by Herbert Adams and William Rogers published by Beacon Press, Boston, utilized didactic materials on audiotapes and practical listening experiences in which participants alternated between the roles of listener and speaker. These conversations were audiotaped and provide the chief source of material for analysis in the study. A journal of the researcher, evaluations by the participants, and listening tests provide additional data.

Two groups were exposed to the curriculum. One consisted of nine women volunteers from an English methods class. This group was pre- and post-tested using an instrument from the curriculum designed to show whether or not respondents could identify facilitative responses in a listening situation. A control group of nine women from a similar population was also pre- and post-tested. A t test of the two groups' pre-test scores showed a significant difference in the scores at the 10% confidence level. Two other t tests on pre-test vs. post-test scores for both groups revealed that the experimental group significantly improved in ability to discriminate facilitative listening responses at the 5% level of confidence and that the control group did not significantly improve ability to discriminate facilitative listening responses at the 5% level of confidence.

A second group using a shortened version of the curriculum materials consisted of eight adults and five adolescents. Tapes of adults listening to adolescents were analyzed to ascertain what changes occur in the listening process when adults listen to young people.

From the study guidelines were presented to aid the teacher in listening effectively to students with problems. Following is a summary of the guidelines: 1. Empathetic and well-focused listening responses have a beneficial effect on the speaker. 2. Effective listening requires sublimation of self. 3. Effective listening requires the conviction that the speaker is capable of being in control of his own life. 4. The listening role is safe. If a student needs help beyond listening, the teacher should refer the student to more highly trained specialists. 5. Effective listening aids in conflict resolution by showing exactly what the issues are. 6. Effective listening requires that the listener accept the student as a person, but does not require approval of the student's behavior. 7. Effective listening accepts the student's perception of the severity of the problem. 8. Effective listening encourages the speaker to stay in the present rather than in the past. 9. Effective listening accepts the individualized nature of the problem and avoids generalizing. 10. The teacher will more likely be chosen as a listener if the student perceives him to be trustworthy.

The chief recommendation for the training of teachers was to incorporate the protocol materials into the teacher training program as a means of increasing the student's awareness of facilitative listening, for the increased ability to respond facilitatively, and for the personal growth that derived from the experience of responding to peers.

Additional studies suggested by this research are the submission of Project Listening to a more rigorous experimental design, follow-up studies of the participants to assess what affect their participation has had on their effectiveness as teachers, and the testing of this curriculum in a workshop with students and teachers.

Order No. 77-24,721, 206 pages.

A PROPOSED CURRICULUM SEGMENT FOR THE PREPARATION OF PRESERVICE EARLY CHILDHOOD TEACHERS TO TEACH READING

WALCHER, Emily Jane, D.Ed.
The Pennsylvania State University, 1977

The facts that eight million children in America's schools (approximately 15 percent) do not learn to read adequately and that 18.5 million Americans are functionally illiterate point to the need to look critically at the curricula in colleges of education which prepare early childhood teachers to teach reading.

The majority of colleges of education in the United States require only one methods course in the teaching of reading in preparation for their candidates to teach in the elementary schools. A number of studies cited in this dissertation have found traditional programs for preparation of teachers to teach reading inadequate: in providing basic background knowledge in areas of communication, physical, emotional, and neurological growth and development, and theories of learning; on rarely including preservice involvement with children (other than practice teaching); in an absence of opportunities for candidates to observe skilled teaching; in failure to provide effective apprenticeships with master teachers; and in insufficient time for course content.

An expanded curriculum segment to prepare early childhood teachers to teach reading is proposed. It is a process-centered model with a broad, multidisciplinary background in human development, educational and child psychology, learning theory, language acquisition, the reading process, and learning exceptionalities.

The curriculum segment comprises four courses. The first features a philosophical orientation period in the freshman year which brings teacher candidates into early contact with professionals in the college and in the field and leads directly into an early guided experience with children in the classroom.

An eclectic background of courses prepares the teacher candidate for an expanded program in the teaching of developmental reading consisting of one course in the preparation for reading which includes language acquisition, cultural experiences and the culturally different, theories of the reading process, and reading readiness; and one course in methods, procedures, and materials for teaching basic reading skills, assessing learner competencies, and directing corrective teaching. It includes extensive application in the classroom through demonstrations and preparation by students of mini-lessons.

The fourth course devotes a term to a remedial reading practicum in which measures and procedures for assessment, evaluation, and diagnosis become familiar tools, and the preservice teacher learns to plan and implement both diagnostic procedures and remedial programs for learners with severe reading weaknesses or disabilities.

Such an expanded preparation with its broader developmental base should provide early childhood teachers with greater expertise in the teaching of basic reading skills, in the assessment of skill competencies, in the diagnosis of problem areas, and in corrective and remedial techniques. There should follow the expectation of reading facility for most learners, the prevention of secondary reading disorders, and the mitigation or circumvention of primary reading disabilities.

Order No. 77-23,283, 146 pages.

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